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ABSTRACT

The "cluster college arrangement" is discussed in this model for reorganization of the College of DuPage. The basic idea is to provide, within the framework of the parent institution, several educational communities small enough to enable students and faculty members to work closely toward reasonable educational goals. The following philosophical needs are identified: identity, social and academic interaction, closer faculty-student contact, and greater involvement. An operational framework is developed, offering guidelines for size and number of colleges, individual college identification, decentralized and centralized college services, small college administration, faculty selection, student selection, and institutional governance. (CA)

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COLLEGE OF DUPAGE

"MODEL FOR REORGANIZATION"

JANUARY 15, 1971

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"Good teachers and good students do not necessarily make for good education. Everything depends on how they are put together."--Clark

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 12 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

INTRODUCTION

The idea of segmenting large institutions into smaller units is by no means new. The colleges of Oxford and Cambridge have been so organized for centuries, and other major educational institutions in this country have used the cluster college concept for many years. Since 1960 the clustering of small colleges on large campuses has appeared in some 50 institutions, and many college faculties are contemplating similar moves. The Santa Cruz Campus of the University of California was the first public institution to be planned from the start as a cluster of colleges. Western Washington State College in Bellingham was the first state college where small units were provided for its undergraduates. The success of the Claremont College system has been recognized for years, and in major universities across the country the so-called live-in, learn-in environment has become popular. Clustering has also been adopted at two-year colleges. Chabot College in Oakland, California, San Joacquin Delta College in Stockton and Cypress College near Los Angeles have been reorganized along small college lines. The concept is also being considered at other community colleges such as Northampton Community College in Pennsylvania, Hillsborough Junior College in Tampa, Florida, and Pima College in Phoenix, Arizona. Faculties of several of the new upper-division senior institutions have also looked at the cluster college concept. These include Governors State in Park Forest, Illinois, and the University of West Florida in Pensacola. Though composition varies substantially from one institution to another, the basic idea in all plans is to provide within the framework of the parent institution an educational community small enough to make it possible for students and faculty members to work closely together toward reasonable educational goals.

I. **Rationale for change**: The central argument for the cluster college arrangement is that it can provide a greater opportunity for learning. A move is made from the assumption that bigness. while having the possible advantages of economy and efficiency, may at the same time be forbidding and impersonal. Size may repress the goal espoused for the institution–individualized personal attention for students–and it could militate against effective learning by making it sterotyped and rigid. It is not bigness that is to be feared, but circumstances that produce an impersonal environment, indifference, uniformity, authoritarianism and red tape. Students must know that they are not taken for granted, not thought of only in terms of statistics, not counted among the unimportant, the uninfluential, the unconsidered. As flexibility and relevance tend to decrease, the more likely it is that humaneness will also tend to wane. When communications become more difficult, when red tape tends to become more choking, impersonality may be expected. The thesis, then, is clear. A college setting where students and faculty work together in close proximity should provide the atmosphere that retains faculty and students as individual, irreplaceable human beings. Clustering can be expected to achieve that end.

In the smaller units faculty members and students can work more closely together in planning and conducting the educational enterprise. The cluster concept will not solve all the problems of the institution, but the plan does offer a way of restoring a sense of community within it.

II. **Identification of needs**: The cluster college concept has been developed in an attempt to meet the human needs of students and faculty. These needs can best be summarized as follows:

(1) The need for identity–
Particularly in the larger institutions there is need for smaller groups with which students can identify. Such groups can give students a sense of place and belonging, a home base where they will be considered as persons rather than as numbers.

(2) The need for social and academic interaction–
Such interaction is needed to enhance the overall development of the student

while in college, the only such opportunity some of these students will have. When the intellectual issues of the classroom are separated from the rest of student life, a college program is not likely to provide a liberating education. When faculty contact with students is limited to formally structured class meetings, their impact upon the total development of the student is limited; and when students cannot make connection between class work and lifestyle, their personal and social habits are not apt to be affected by their intellect.

(3) The need for closer faculty-student contact–
Frequent meetings and conferences involving the various segments of the college community should be possible to stimulate intellectual growth and personal acquaintance. The smaller unit is likely to increase such opportunities. Students and faculty can participate on a college-wide basis and still maintain personal identification with an individual college in the same manner that one may identify with the home and also with a larger community. Change should be easier and potentially more meaningful and democratic. If teachers and students are given the opportunity to develop closer relationships they will know one another better and therefore will be able to recognize and respond to each other's needs and goals more effectively.

(4) The need for greater involvement–
To obtain more faculty and student involvement, the basic organizational structure of the institution must be changed to allow for increased participation and for the expression of different educational interests. Involvement is facilitated by bringing governance to the level of faculty and students. If these units have scope to develop certain characteristics, it may be assumed that a joint effort of faculty member and student in the student's learning is likely to be increased.

III. **History of developments**: The staff of College of DuPage has been concerned with projected enrollment figures since its inception in 1966. An increase in enrollment of almost 50 percent per year during its first three years of operation, and a projected enrollment of some 25,000 students within the next decade, occasion the need to study the organizational structure of the college. How to preserve the concepts enunciated by the college in its educational philosophy has become a major concern. In the fall of 1969, at a College of DuPage administrative conference, these concerns were voiced, and various proposals for reorganization discussed. A second meeting, in which department chairmen deliberated and discussed possible solutions, was held in February 1970. At a subsequent meeting held in mid-March of 1970, the group decided to explore reorganization along small college lines similar to the University of California at Santa Cruz. Individual members of the staff were asked to accumulate information regarding cluster activities at other institutions. A number of open meetings involving faculty and students were conducted during the spring of 1970, and upon the recommendation of a faculty committee, a special faculty assembly was called to discuss the concept. This meeting was held on Friday, May 29,1970. A general presentation, followed by group discussions regarding reorganization, took place. At the end of that day a faculty vote was called; by a 3-1 margin the faculty approved a study and implementation of reorganization of the college along small college lines.

In early June, the College of DuPage president appointed a steering committee for the implementation process. The committee was comprised of faculty members, a member of the student personnel services staff, a member of the Learning Resources Center, the dean of students, a divisional dean, the vice-president-instruction and four students. The committee has retained this composition throughout its period of operation. The steering committee set about its work on June 9, 1970, and from that point forward has met weekly in either steering committee or sub-committee activities. The steering committee was charged with the task of making a final report to the President on July 1, 1971. As a result of committee deliberations, it was decided to

move this date up to January 1, 1971, in order to provide additional planning time for implementation of the Model for Reorganization by the fall of 1971. Over 120 faculty members and some 60 students have been directly involved in the reorganization process through sub-committee activities. These committees, in turn, have met regularly and reported back to the steering committee on their area of study. This report is a summary of the steering committee's activities.

OPERATIONS

I. **Functional planning guidelines**: All colleges will be responsible for maintaining and promoting the philosophy and objectives of College of DuPage as stated in the college catalog and approved by the Board of Trustees of District No. 502. They will be responsible for:

(a) A program of comprehensive offerings, including courses in general education, occupational-technical education, pre-baccalaureate education, continuing education and community services.
(b) A commitment to student-centered instruction.
(c) Adherence to the admissions policy of College of DuPage.
(d) An orientation toward community involvement.
(e) Guidance and counseling services for all students.

In addition to philosophical guidelines, other factors must be considered for each of the colleges. These include adherence to all federal, state and local regulations; a maximum college size; and a system of sound fiscal management and budgeting procedures. Assurances must be made that both faculty and students have a voice in the total operation of each college. The college operation will be open enough to accommodate traditional, as well as non-traditional instructional practices.

The specific approach to instruction will be the responsibility of the faculty within each college. Student experiences and instructional procedures will evolve from faculty members, students and the college dean working together within their college. Internal organizational structure will reflect programmatic functions rather than academic departments, and the total learning environment will reflect an abiding and persuasive concern for individuals and their interrelationship with others in our society.

II. **Size and number of colleges**: Each college will be guided by a common purpose, spirit and need for individualized, student-centered instruction. Individual colleges will be headed by a dean and, during the first year of operation, one full-time equivalent associated dean. This can increase to two full-time equivalent associates once each college reaches its maximum enrollment. Six colleges will be organized for the fall of 1971, with approximately 1,000 FTE students and 40 FTE faculty members for each college (a ratio of 25 FTE students to 1 FTE faculty member).[1] Although initially the size of each college will be 1,000 students, colleges may eventually vary in size from 800 to 1,200 FTE students and a proportionate number of faculty members. Additional student enrollment after the 1971-72 academic year will be accommodated by adding additional colleges to the total cluster college community at the rate of approximately one per year.

III. **Individual college identification**: Initially the basic curriculum of each college will include representation from six general areas:

social and behavioral sciences	humanities
business	life and physical sciences
communications	technical education

As each college begins to develop its own identity and the entire cluster concept becomes operational, it will have the flexibility to add, delete and/or combine courses

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[1] FTE is determined by taking the total number of student credit hours and dividing by average student load.

and programs in such a manner as to support and strengthen its educational program.

Regardless of the curriculum of the college, instructional techniques will be the choice of individual college personnel. Each college will become its own intellectual center of gravity, with the personalities of the college community directly reflected in the college's identity. All colleges will share responsibility for curriculum development, instructional methodology, administrative organization, faculty assignments (including scheduling), maintenance of a budget, some provision for student government, counseling and guidance, faculty advising, co- and extracurricular activities and basic mechanics of operation.

The following are guidelines for initial colleges:

1. In clustering three general criteria will be satisfied:
   a. Each college must offer as comprehensive and representative a curriculum as possible in keeping with the overall philosophy of College of DuPage, as well as guidelines established by the State of Illinois.
   b. Each college should develop within its curriculum a distinctive character of theme determined by that college's community.
   c. Each college must, for practical and economic reasons, develop its comprehensive and distinctive program with the existing curriculum of courses. Modification of this curriculum may be expected as the college develops.
2. The total curriculum will be divided into six general areas; sample offerings under each area are shown below:

I. Social and Behavioral Science
- Anthropology
- Education
- Geography
- Political Science
- Psychology
- Sociology

II. Business
- Accounting
- Business
- Data Processing
- Economics
- Finance
- Management
- Marketing

III. Communications
- English Composition
- French
- German
- Journalism
- Russian
- Spanish
- Speech

IV. Humanities
- Art
- History
- Literature
- Music
- Philosophy
- Theatre

V. Life and Physical Sciences
- Anatomy and Physiology
- Biology
- Botany
- Chemistry
- Earth Sciences
- Mathematics
- Microbiology
- Zoology

VI. Technical Education
- Air Conditioning
- Allied Health Professions
- Architectural Drafting
- Electronics Technology
- Pre-Engineering
- Fashion Design
- Fire Science
- Food and Lodging
- Graphic Arts
- Home Economics
- Interior Design
- Library Science
- Mechanical Technology
- Media
- Metals Technology
- Nursing
- Photography
- Police Science
- Radiologic Technology
- Radio-TV
- Recreation

3. Each college is responsible for its comprehensive course distribution according to recommended minimun/maximum percentages by subject area, not by course. Each college will usually have no less than five percent of its offerings in any one area, nor more than 20 percent in one area. Each college will provide some instruction in each area but not necessarily in all courses within that subject area. One college might offer French but not Russian; another might offer a maximum of behavioral science subjects but a minimum of humanities, etc.
4. The uniqueness or individuality of each college will come from an interdisciplinary effort on the part of faculty, students and administrators. It is essential that one or a few disciplines not dominate the college theme.
5. Sequential courses within any one discipline will not be split up among the colleges; however, the sequence of courses may be offered in more than one college. For example, a college offering Accounting 101 must also offer the other courses within that sequence–102 and 103. Several other colleges may, however, offer Accounting 101–103.
6. The **major** courses in the two-year occupational programs will not be separated among the colleges; however, the sequence of courses may be offered in more than one college.
7. Where two or more two-year programs share courses with each other, it is advisable educationally and economically to keep the programs together in the same college. For example, typewriting and shorthand, building construction and drafting, etc.
8. The curriculum in each of the colleges will be constructed in such a manner so as to ensure that as many of the basic general education courses as possible are offered in all of the colleges.
9. A mechanism or policy will be established to allow flexibility within each college to organize and offer course work in such a manner as to be as meaningful as possible to the student in the specific college.

IV. **Decentralized and centralized college services**: The concern of all college services must be to serve student, faculty and community needs thoroughly, flexibly and humanely. Consideration for centralizing or decentralizing college services will be based on the need for flexibility, accessibility (both psychological and physical), cost of services, institutional objectives and availability of appropriate facilities. No power shall be vested in any central service that will raise barriers to the use of its services by any college within the cluster college community.

For some central services it does not seem economically feasible to decentralize the facilities. It does seem possible, however, for services with centralized facilities to decentralize their personnel at least on a part-time basis. The decentralization of service personnel will cause the creation of two educational teams: (1) the central service team and (2) the individual college instructional team. Depending on the service person's role within the individual college, his office might be better placed in that college rather than in the central service area.

Central Service Areas

1. The Central Administrative Office: This office will be primarily responsible for coordination among and service to the individual colleges. It will also be available to individual colleges for consultants in the areas of cooperative education, vocational-technical education, continuing and community service education.
   The Office of Instruction will be responsible for the recruitment and development of faculty for future colleges, the organization of future colleges, the evaluation of individual colleges and the evaluation of the reorganization. This office will also be responsible for planning general subject-matter conferences with participants from the various colleges.

The Office of Operations will include such activities as central purchasing, inventory control, maintenance of buildings and grounds, campus security, and institutional accounting.

The Office of Community Relations will maintain specialized personnel for publication, information and development of community understanding of the college.

2. Admissions and Student Accounting: The admissions and student accounting processes will remain centralized. The on-line continuous registration process will permit students to register via terminals placed throughout the campus in individual colleges.
3. Student Activities: The plan for student activities will include provisions for a co-curricular program involving six basic areas: (a) athletics, (b) publications, (c) performing arts, (d) clubs, organizations and individual college activities, (e) program activities, (f) campus center-serving the individual colleges according to their needs. A co-curricular council of students and faculty will make major program and budget decisions and function as a sounding board for program operations.
4. Data Processing: Data processing services will remain centralized in facilities, personnel and most of its services. Guidance information through CVIS, however, will be received by the students through cathode-ray tubes located in individual colleges.
5. Learning Resources Center and Developmental Learning Laboratory: All services offered by the LRC and DLL will remain centralized, with the option to decentralize facilities and resources into small resource labs as individual college needs demand. Each college, for example, may have a browsing or reading room, a reading shelf of important books and periodicals relating to that college and a supply of basic audiovisual aids and supplies. Satellite information centers, computerized information terminals and dial-access facilities in each college also seem feasible.
6. Financial Aids, Student Employment and Placement: Based on the difficulty of disseminating specialized information related to this service (accessibility of services to students, faculty, business and college representatives, existing facilities, staff costs and enrollment), this service will remain centralized with continuous reevaluation concerning decentralization as college needs demand.
7. Food Services and Lounge Facilities: Food Services will remain centralized in large-group facilities, with small sandwich and snack counters spread throughout the permanent campus. These decentralized areas of food service will resemble the snack counters at O'Hare Field. Food Services will meet the needs of individual college for luncheons, dinners, coffee and rolls in the same manner that it serves department-division meetings presently. In addition to food services, each college will provide some decentralized lounge and relaxation areas. These areas may be used for casual conversation, study, relaxation and eating. Hopefully each college will create an incentive for students to get to know one another and provide a place where they can meet and talk with members of their college community.
8. Guidance and Counseling: General counseling and guidance services will become decentralized so that the counselors will become members of the individual college instructional team. Some specialized guidance services will remain centralized, e.g., diagnostic testing, short-term therapy services, counseling services during evenings and weekends, comprehensive services to the community and some in-service training of counseling personnel.
9. Staff Services: The large duplicating and printing functions of Staff Services will remain a centralized function. Each college, however, may have its own stenographic personnel and some basic equipment and facilities for general duplicating.
10. Health Services: This function will continue to be centralized and become part of a larger mental and physical health services clinic.
11. Bookstore: This will remain centralized.

12. Ministerial Services: It is recommended that the college continue its policy of permitting clergymen of all faiths, upon request, to visit in the Campus Center and talk with students informally as the students desire. It is further recommended that a list of clergymen of all faiths, who are available for conferences with students, be accessible to the students and that this service be made public. It is not recommended that specific offices or counseling areas be assigned for use of clergymen.
13. Budgeting Procedures: Each college will have responsibility for the development and implementation of an operating budget. Individual college deans will work closely with the Office of Operations in the development of their budgets and the allocation of funds.
14. Satellite Teaching Stations: Each college will have responsibility for satellite stations within the community. The colleges will be charged with offering programs and courses based on community interest and need. Responsibility for the assignment of stations to individual colleges will rest with the Office of Instruction.

V. **Small college administration**: Each college will be headed by a dean whose primary function will be to work with the faculty and students of that college in providing effective educational programs. The dean should exhibit the following:

a. He should have experience in a community college, certainly as an instructor but, if possible, as an administrator as well.
b. He needs no special degree or subject matter. If he qualifies as a faculty member of College of DuPage, then he has the educational qualifications to head a college.
c. He should have exhibited strong evidence of effective leadership qualities, including participation in activities with both faculty and students.
d. He should have a strong commitment to and understanding of the philosophy of a community college, as well as a similar commitment to and understanding of the philosophy of College of DuPage.
e. He should have the ability to communicate honestly and effectively with students, faculty and administrative personnel within and outside his college.
f. He should have an attitude of democratic open-mindedness, a willingness to accept the validity of the opinions of others and a sensitivity to interdisciplinary values and approaches.
g. He should be able to handle administrative details competently and efficiently.
h. He should be able to cope reasonably well with alternatives in goals, curricula, teaching strategies, faculty selection, student evaluation and all other educational problems.

The dean will have major responsibility for all appointments to the faculty of his college, including associate deans and counselors. The faculty will in turn be responsible for the educational program of the college and will have an important role in the determination of the way life in the college is organized.

VI. **Faculty selection**: In considering the selection of faculty for individual colleges, certain fundamental assumptions have been made: (1) College of DuPage has an excellent faculty, and each member will be welcome in more than one college; (2) Since it is desired that the cluster concept succeed, administrators of the college will be selected from among men and women whom the faculty know and respect; (3) Reasonable men and women will be capable of resolving unanticipated difficulties. The following will apply in regard to faculty selection and choice:

1. Insofar as possible, each faculty member should be assigned to the college of his choice.
   a. Each faculty member on learning the identity of the dean and the dean's written concepts of the distinguishing aspects of the college, will have the

option of making a first, and if he so desires, a second and third choice of college.

b. This proposition assumes that the overwhelming majority of the faculty will thus secure assignments to the college of their choice.

2. Three major contingencies exist:
   a. More faculty members may apply than there are openings in the college. The responsibility of choice should be vested in the dean of the college working with central administration. The dean will then confer with the applicants and seek their concurrence to a solution. This right of consultation, which is repeated hereafter, is a necessary step for the elimination of potential grievances.
   b. There may be imbalance within a college. Proper balance will expose the students to a diversity of viewpoints, philosophies, techniques, ages, sexes and experiences, in addition to making each college a cross section of the entire faculty. The dean will confer with the applicants involved and seek their concurrence to a solution, keeping in mind in addition to the criteria set forth above, the strength of the preference expressed by the faculty member and his empathy for the distinguishing aspects of the college.
   c. There may be imbalance between colleges. In order that each college be of relatively equal strength in faculty and curricula, the president of the college or his designated representative working with the deans of the individual colleges, will have the power to review the composition of each college and reassign faculty. In each case of proposed reassignment, the faculty member involved will be consulted and his concurrence sought.
3. In every case in which a faculty member is assigned to a college without his concurrence, he will have the right, within one week after assignment, to make his objections known and to have them considered by the president.
4. After one year every faculty member will have the opportunity to move to another college where there are openings in his subject area. This will include new colleges that will be formed from time to time. The Office of Instruction will be responsible for making available to all faculty and college deans a list of vacancies in each college. All faculty requests for changes (teaching as well as non-teaching) will then be recommended through the dean of faculty or dean of students in consultation with the appropriate college dean. All other qualifications being equal, existing faculty should be given preference over new faculty.
5. Faculty members interested in teaching a course not offered within this college can, if there is no indication of student need for, or interest in, such a course in their college, request an opportunity to teach such a course in one of the other colleges. This request will be directed to the dean of faculty, who will, on the basis of a priority scale, provide all instructors within a particular discipline the opportunity to teach an advanced course within one of the other colleges.
6. Part-time faculty will be proportioned among the individual colleges on the basis of need. Initially the dean of faculty will have a pool of qualified part-time faculty that the individual colleges can draw upon to meet staffing needs.

VII. **Student selection**: Student flexibility to move from one college to another with relative ease is extremely important. Students will have the option to choose or be assigned to a college. They may also select courses in or out of their college. Such requests will be validated by the college dean and receive the concurrence of other colleges involved.

Advisor assignments for students will be made by either the counseling staff or the administration within each college, or such other advising system as the college shall determine. Students deciding to change colleges will submit a change request through their assigned college administrator. Part-time students at-large will be assigned to colleges for the purpose of advisor assignment. Such students so assigned will be

flagged on-line so that they will have counseling services immediately available for aid in decision making.

Students will register for courses on the basis of total accumulated credit hours.

While there will still be one college catalog, there may be a class schedule for each college. Perhaps this can be part of a general class schedule, with each college's schedule listed separately.

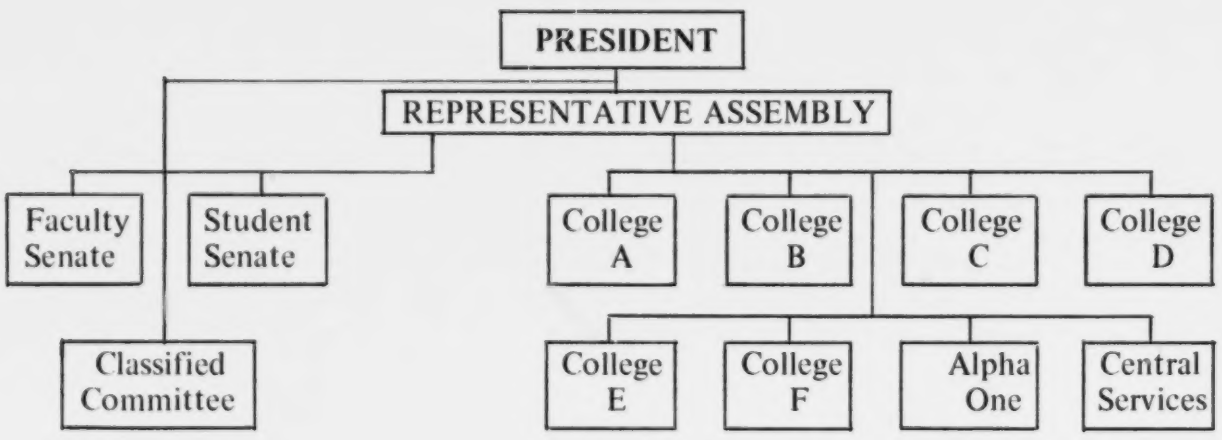
VIII. **Alpha One**: Alpha One will continue as an experimental group somewhat in the form of a research and development unit for instruction. Its director will report to the vice president-instruction. Its size is currently fixed at 200 students with sufficient faculty (currently 10) to carry out its task. Faculty from any of the colleges may be considered for assignment to Alpha One on a permanent or part-time assignment. Faculty of Alpha One will be encouraged to seek assignment from time to time in one or another of the colleges.

IX. **Institutional governance**: Each college is free, upon concurrence of central administration, to develop the governmental pattern and structure it feels will best serve its needs. Effectively selected and implemented, the individual college government will provide for participation in policy formulation by all concerned, including classified personnel, faculty and students. The highest degree of autonomy will be assured by each college solving its own problems.

There now exists a Faculty Senate, a Student Senate and a Welfare Committee for Classified Personnel. Each of these three groups will continue to exist as long as they serve a useful purpose as determined by their members.

There do exist areas of concern to each college and to each of the three groups mentioned. In order that these areas may be considered by all concerned, a Representative Assembly is to be made up of members selected from each college, the Welfare Committee for Classified Personnel, the Faculty Senate, the Student Senate and centralized college services. It is expected that all issues affecting the College of DuPage community would reach the Representative Assembly. There are issues, however, which may not be of concern to faculty, students and/or classified personnel. In order that these concerns may be resolved most effectively, communication must be possible between each of the four specialized interest groups (Faculty Senate, Student Senate, Welfare Committee for Classified Personnel, centralized college services) and the president.

The following diagram seems appropriate:



CONCLUSION

In submitting the above report, it is recognized that a number of questions are left unanswered. These involve implementation and should in no way detract from the nature of the report. The development of the model has been a joint effort of faculty, students, and administrators and as such, represents a considerable degree of philosophical diversity. There has been a cross-fertilization of ideas, and differences of opinion have not only been frequent, but substantive. In the final analysis, the success of the model rests squarely on the shoulders of the total college community. The small college concept can succeed if faculty are willing to undertake and accept the serious responsibility of reorganization.